

Communication and Behavioural Sciences

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A New Perspective

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Business Administration and Finance

Social Policy and Labour Life

EDITORS

Doğa Başar Saripek Bora Yenihan Valentina Franca



A New Perspective in Social Sciences

EDITED BY

Doğa Başar Sarıipek

Bora Yenihan

Valentina Franca





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Contents

PREFACE	ix
LIST OF CONTRIBUTORS	xi
HISTORY AND POLITICAL SCIENCE	1
Section Editor: Associate Professor Mehlika Özlem Ultan	
<i>The Globalisation 2.0 or the New World Order 1.0?</i>	3
Ekrem Bulut & Bora Yenihan	
<i>A Deputy from Cizre in Ottoman Chamber of Deputies:</i> <i>Hasan Lâmi Efendi</i>	12
Bilal Altan	
<i>An Adhesion to Post-Feminism: The Traumas of</i> <i>Dilapidated Cities or ‘Cities from Women’</i>	21
Fatih Arslan	
<i>Business Initiatives of the Early Republican Period: Sugar</i> <i>Industry Pioneers and the Uşak and Alpullu Sugar Factories</i>	31
Muzaffer Aydemir	
ECONOMICS	43
Section Editor: Associate Professor Gökçe Cerev	
<i>A Research on the Relationship between Short Term</i> <i>Capital Movements and Macroeconomic Variables in Turkey</i>	45
Mehmet Temiz & Gökhan Konat	
<i>Storable Agricultural Product Prices and Speculation:</i> <i>The Turkish Case</i>	52
Gökçe Kurucu	
<i>Testing Validity of Okun’s Law for Five Fragile Economies</i>	60
Erhan Oruç	

<i>Ecological Footprint—Economic Growth Nexus</i> Görkemli Kazar & Altuğ Kazar	80
<i>Electronic Cigarette Taxation and its Evaluation from Turkey's Perspective</i> R. Kutlu Korlu	88
<i>Relationship between Domestic Savings with Economic Growth: Panel Data Analysis for Selected EU Countries and Turkey</i> Mehmet Ali Polat	102
<i>Implementation of Overall Equipment Efficiency (OEE) Technique in a Travel Luggage Manufacturing Company</i> Muhammed Ali Yildirim & Mustafa Yücel	118
<i>Renewable Resources in Electricity Production: The World and the Case of Turkey</i> Gökçe Kurucu	125
<i>Testing Purchasing Power Parity with Fourier Unit Root Tests for Turkey</i> Gökhan Konat & Mehmet Temiz	130
<i>The Stuation of Export Incentives in Turkey</i> Hasan Bulent Kantarcı & Ramazan Birkan	137
BUSINESS ADMINISTRATION AND FINANCE Section Editor: Associate Professor Mustafa Yücel	145
<i>A Study on the Perceptions of Innovation of Executives Who Adopt Servant Leadership</i> Mutlu Tokmak	147
<i>Multi-Criteria Decision Making for Innovation Decisions</i> Tuğba Sari	158
<i>Determination of Financial Literacy Knowledge Level: Case of Public Employees in Tunceli Province</i> Hasret Şaroğlu & Üyesi Özcan Demir	167

<i>Implementation of SMED and 5S Techniques in Injection Line of a Plastic Bucket Production Company</i> Mustafa Yücel & Muhammed Ali Yildirim	185
<i>New Decision Mechanism in the Recruitment Process: Artificial Intelligence</i> Seda İşgüzar & Cem Ayden	196
<i>A Field Study on the Role and Importance of Internal Audit and Internal Control in Preventing Manufacturing Companies from Accounting Fraud and Errors</i> Özcan Demir & Delal Aydin	206
<i>Relationship between Culture and Organisational Silence: A Quantitative Research in Banking Sector</i> Erdal Alga	216
<i>Institutional Logic and its Impact on Inter-Organizational Collaboration and Innovation</i> Ozge Peksatici & Caglar Ucler	236
<i>Sümerbank: One of the First Turkish Business Groups</i> Muzaffer Aydemir	252
COMMUNICATION AND BEHAVIOURAL SCIENCES Section Editor: Associate Professor Hasan Uzun	261
<i>Augmented Reality Applications in Advertisements: A Qualitative Research on the Cosmetics Industry</i> Sefa Erbaş	263
<i>The Effect of Price on Guest Satisfaction: A Study on Food and Beverage Enterprises in Ankara Esenboğa Airport</i> Mehmet Güllü	277
<i>The Role of Digital Content Marketing on Customer Satisfaction: A Research on E-Commerce Site Customers</i> Murat Çakirkaya	292

<i>Cultural Values as a Factor that Influences Innovation: A Research Study in the Textile Sector</i> Ramazan Vedat Sönmez	309
EDUCATION Section Editor: Associate Professor Doğa Başar Sarıipek	321
<i>Phases of Internationalisation in Higher Education Policies in Turkey (1981-2018)</i> Gulsah Tasci & Seyfi Kenan	323
<i>A Research on the Self-Confidence and Motivation Levels of Accounting Department Students: A Sample on Fırat University Vocational School of Social Sciences</i> Sezin Açık Taşar & Meltem Gül	338
<i>Form of Fears and Component of Burnout in Students</i> Ayşe Özpolat	349
<i>Insurance of Foreign National Students of Higher Education in Turkey</i> Özkan Bilgili	361
LITERATURE AND ART Section Editor: Associate Professor Bora Yenihan	381
<i>World War II in Socialist Realistic Turkish Novel between 1930-1960: Profiteering—Exploitation and Poverty</i> Fatih Arslan & İlker İşler	383
<i>Ruth's (Home) Coming: the Female Threat Surrounding 'The Home' in Harold Pinter's The Homecoming</i> İşil Şahin Gültür	390
<i>The Feminist Cinema Manifesto is Being Written in the World</i> Berceste Gülçin Özdemir	399
<i>A Study of the Galsan Tshinag's Story Entitled 'Caskan' in terms of Structural Elements</i> Fatih Arslan & Nazlı Memiş Baytimur	410

SOCIAL POLICY AND LABOUR LIFE	421
Section Editor: Associate Professor Emel İslamoğlu	
<i>Effects of Postmodernism on Working Life</i>	423
Beril Baykal	
<i>Effect of Wage Incomes Subsequently Determined on the Insurance Premium Basis</i>	437
Özkan Bilgili	
<i>A Study on the Problems and Expectations of Disabled Individuals</i>	456
Abdurrahman Mengi	
<i>Dual Commitment</i>	472
Sevda Köse	
<i>Cross Sectoral Collaboration Networks in Local Social Policy: An Evaluation on Turkey</i>	480
Kubra Yavuz & Muharrem ES	
<i>Perceptions of Syrian Women and Violence in Turkey: Study of Elazığ</i>	488
Handan Karakaya	

Preface

Society and social science have always competed with each other. However, it is quite debatable which one affects the other in the first place. In this sense, it is not clear which one is dependent and which one is independent in this interaction. As is well known, social science is quite new when compared to society. This phenomenon explains the eternal interest to know society better through social sciences. Another important point to highlight is that both concepts are extremely dynamic and continuously keep changing from time to time and place to place. This is why social scientists always strive for developing better techniques and approaches to uncover the hidden secrets of society. From this point of view, social science and the developments in it are clearly the outcomes of the dynamic changes in society. Accordingly, this book has been shaped by a range of new dynamics society faces today. The essential aim of this book, to this end, is to explore new codes of the way that society functions as well as to bring together a large variety of perspectives from history, theory, economics, literature and art, political science, education, social policy, business administration and finance and communication and behavioural sciences and so on. Finally, the book considers all these relations form a unique case, namely Turkey, which shows the basic non-Western and Western society characteristics at the same time. By doing this, this book attempts to compel us to rethink and un-think the conventional social sciences and society once more.

24 September 2019

Dr Doğa Başar Sarıipek
PhD in Social Policy
Kocaeli University
Turkey

Dr Bora Yenihan
PhD in HRM & IR
Kocaeli University
Turkey

Dr Valentina Franca
PhD in Management & Law
University of Ljubljana
Slovenia

List of Contributors

Abdurrahman Mengi started his academic career as a Teacher in Van, in 2000, and completed his Master's thesis, named 'Executive Class as Political Elite in Platon', in 2004, and PhD thesis, titled 'Sociological Dimensions of Autism', in the Department of Sociology, in 2014. Since 2015, Abdurrahman has been working as a faculty member at Van Yüzüncü Yıl University, Faculty of Education, Turkey. Abdurrahman's articles have been published in many national and international journals of repute; he has also presented papers at national and international congress and symposia.

Bercestte Gülçin Özdemir completed his PhD at İstanbul University in 2016. Her research concerns feminist film theory, psychoanalytical film theory, Turkish cinema, independent cinema, digital cinema and characters' representation in film narratives. She is a Visiting Lecturer at the İstanbul University and instructing about television and cinema lessons.

Bilal Altan is a Lecturer at Şırnak University, Turkey. A graduate from İzmir Dokuz Eylül University, Buca Education Faculty in History Teaching in 2005, Bilal got his Master's degree from Dicle University in 2012 and his PhD from Mardin Artuklu University in 2017.

Bora Yenihan (Editor & Contributor), PhD, is an Associate Professor at the Department of Labour Economics and Industrial Relations in Kocaeli University, Turkey. He has a PhD degree in Human Resources Management and Industrial Relations from Sakarya University. Bora's fields of interest include social policy, labour law, human resources and industrial relations.

Cem Ayden has been working as an Academician at Fırat University, Turkey. A graduate from Middle East Technical University, Cem completed his Master's and PhD programmes at İnönü University, Department of Business Administration. His subject areas are technology and knowledge management, and management information systems.

Delal Aydın studied in the Department of Business Administration, Fırat University between 2011 and 2015. She received her Master's degree in Business Administration from Fırat University in 2019. Delal works in the

management department in the NCTY Mall. She also serves as a mediator in the justice ministry.

Doğa Başar Sarıipek (Editor), PhD, is an Associate Professor at the Economics and Administrative Sciences Faculty, Kocaeli University, Turkey. His works are concentrated particularly in social policy, and specifically in rights-based and charity-based social protection, welfare theory and conditionality as well as nation-beyond forms of social policy. Doğa has published many papers in several national and international journals and books.

Erdal Alga works as Expert at Diyarbakır Branch of Central Bank of Turkish Republic. Erdal completed PhD in General Business Science in 2016 and Master's in Management and Organisation Science at Pamukkale University. Alga obtained his Bachelor's degree from METU in Political Science and Public Administration. Alga's articles have been published in nationally and internationally acclaimed journals.

Erhan Oruç is an Assistant Professor at the Department of Economics in Kocaeli University, Turkey. He holds a PhD degree in economics in the University of Kansas in the US. Erhan's research areas are monetary policy, macroeconomics and Bayesian econometrics. He published several papers on macroeconomic and monetary economics.

Fatih Arslan is in Faculty of Humanities and Social Sciences, Department of Turkish Language and Literature, Fırat University, Turkey. Fatih's works on new, modern Turkish Literature, contemporary Turkish literature and new formations in literature have been widely published.

Gökçe Kurucu is as an Assistant Professor in Konya Food and Agriculture University, Department of Economics, in Konya, Turkey. She has received her PhD from Boston College, MA, USA in 2007. Previously, Gökçe was a teaching faculty in European University of Lefke, Gemikonağı. Gökçe's research interests, among others, include electricity markets and regulation, and also agricultural markets. She has published papers on industrial organisation and regulation.

Gökhan Konat is working as a Research Assistant at the Department of Econometrics, Faculty of Economics and Administrative Sciences, İnönü University, Turkey. He received his Bachelor's degree at the Department of Mathematics, İnönü University. Gökhan is now pursuing his PhD in

Econometrics at Institute of Social Sciences, İnönü University. His fields of interests are time series, panel data and spatial econometric analysis.

Gülsah Tasçı earned her PhD in Educational Administration and Supervision from Marmara University in Turkey. She was a Visiting Scholar (2017-2018) at George Washington University, Advanced Studies Program for Visiting Scholars, Washington DC, USA. George Washington University and TUBITAK/2214A supported this research. Also, Gülsah joined Women in Leadership Program, Cornell University 2018, New York, USA. Her research focuses on the internationalisation of higher education, higher education policies, comparative education, and women leadership.

Handan Karakaya has been working at Fırat University, Faculty of Economics and Administrative Sciences, Department of Social Work, Turkey since 2016. Prior to that, she had worked as an educator and administrator in different institutions of the Ministry of National Education, Turkey.

Hasret Şaroğlu has been working as a Lecturer in Munzur University, Tunceli, Turkey since 2015; a graduate from Zonguldak Karaelmas University, Faculty of Economics and Administrative Sciences, Department of Public Finance, Hasret got her Master's degree from Fırat University, Department of Business Administration, Elazığ. Hasret's interests centre around financial literacy, accounting and taxation law.

Işıl Şahin Gülder is currently teaching at Fırat University, Turkey. She holds a Bachelor's degree from the Department of American Culture and Literature of Hacettepe University, and a PhD (Integrated) from the Department of English Language and Literature of İstanbul Yeni Yüzyıl University, Turkey. Her current areas of interest are colonised and gendered spaces in the early modern and Restoration period dramatic productions on which she has delivered conference papers and published journal articles.

Kubra Yavuz has a PhD degree to her credit in 2019 from Çanakkale Onsekiz Mart Üniversitesi, Turkey for her dissertation titled: 'An Analytical Study on Factors Affecting the Collaboration Network between Local Social Policy Actors: The Case of Kocaeli'. Kubra's works are focused particularly on social policy and welfare networks.

Kurlu Korlu is an Assistant Professor, Faculty of Economics and Administrative Sciences, Department of Public Finance, İzmir Democracy University, Turkey.

A graduate from Eskişehir Osmangazi University, Kurlu completed her PhD in Public Finance at Bursa Uludağ University, Institute of Social Sciences.

Mehmet Ali Polat has a PhD degree from Uludağ University, Turkey for his studies on ‘The Macro-Prudential Policies in Turkey after the Great Recession’. A graduate from the University of Ankara, Division of Political Sciences, Mehmet’s fields of interest include global crisis, macro-prudential politics, money politics, and real growth.

Mehmet Güllü is working in the Tourism and Hotel Management College, Department of Gastronomy and Culinary Arts, Gaziosmanpaşa University Zile Dinçerler, Turkey since 2015. Mehmet completed his Undergraduate education in tourism, Master’s degree in economics and PhD in food and nutrition. Mehmet’s studies are focused on gastronomy tourism, local cuisines, traditional foods and sustainability in gastronomy.

Mehmet Temiz is a Research Assistant at the Department of Economics, Faculty of Economics and Administrative Sciences, Fırat University, Turkey. He received his Bachelor’s degree at the Department of Economics, Hacettepe University. Mehmet holds a PhD degree in Economics from Institute of Social Sciences, İnönü University. His fields of interests are macroeconomics, international finance and development economics.

Meltem Gül is a Lecturer at Fırat University Vocational School of Social Sciences and pursuing his PhD in Accounting and Finance at İnönü University, Turkey. He is an alumnus of the Department of Business, Anadolu University and Fırat University, Turkey.

Muharrem Es is an Associate Professor in the Department of Labour Economics and Industrial Relations as well as the Vice-Dean of the Faculty of Economics and Administrative Sciences at the Yalova University, Turkey. His research interests are social policy, urbanisation and environment.

Murat Çakirkaya is an Assistant Professor at the Faculty of Applied Sciences, Necmettin Erbakan University, Turkey. Murat did his Master’s from Karamanoğlu Mehmet Bey University, and was awarded his PhD in Business Administration at Selçuk University. Murat’s preferred working area is marketing. Before joining academics, Murat worked as Internal Auditor in private sector enterprises.

Mustafa Yücel is an Associate Professor at the Department of Business Administration at İnönü in Malatya, Turkey. Mustafa teaches production management, quality control, flexible manufacturing system, quality assurance system and ISO for undergraduate and graduate students at the university. His areas of interests are clean energy production, crisis management, green marketing, and energy distribution logistics. A former Visiting Professor at the University of Central Lancashire in England, Mustafa's works have been published in both Turkey and abroad.

Mutlu Tokmak works as an Officer at the Gendarmerie General Command and is teaching at the Gendarmerie and Coast Guard Academy, Turkey.

Muzaffer Aydemir is an Assistant Professor at the School of Applied Sciences, Altınbaş University, Turkey. His academic research areas include strategic management teams, management and business history.

Özcan Demir, a PhD in Accounting and Finance from İnönü University, has been working as an Assistant Professor at the Department of Business Administration, Fırat University, Turkey, where he started his academic career as a Lecturer. Ozcan holds a Bachelor's degree in Public Administration from Marmara University in İstanbul, and prior to academics, he worked in private sector between 1990 and 1992. Ozcan has many publications in national and international journals and books in the field of accounting-finance.

Özkan Bilgili works as an Instructor in Human Resources Management Department at İzmir Demokrasi University, Turkey. He received his PhD from the Department of Labour Economics and Industrial Relations at Dokuz Eylül University, and was graduated from Ankara University. Özkan worked as a social security inspector for years and authored discourses on social security and labour law.

Ramazan Vedat Sönmez is a Lecturer at Şırnak University, Turkey. A Postgraduate in Business Administration from Gaziantep University, Ramazan obtained his PhD degree from İnönü University.

Seda İşgüzar is a PhD candidate at Fırat University, Institute of Social Sciences and a Computer Teacher in the Republic of Turkey Ministry of National Education in Elazığ. Seda obtained her Bachelor's and Master's degrees from Fırat University in 2006 and 2010 respectively. Subsequently, in 2019, she was

graduated from the Department of Computer Engineering, Fırat University. Seda's focus areas are data mining, cyber-security, cyber-loafing, simulation and artificial intelligence.

Sefa Erbaş is Assistant Professor at the Department of Lecture and Psychology in Gumushane University, Turkey. She has a PhD degree in Public Relations and Advertising from Anadolu University. Sefa's fields of interests are advertising research, advertising psychology and digital advertising.

Seyfi Kenan is Professor in the Curriculum and Instruction Programme in the Department of Educational Sciences at Marmara University in İstanbul. He uses interdisciplinary method with a concentration on the history of comparative intellectual thought, educational sciences and philosophy. Seyfi has carried out a number of researches for a variety of projects at Columbia University, New York (1996-2003).

Sezin Açık Taşar is a Lecturer in Fırat University, Turkey. Sezin was graduated from Bilkent University Business Administration in 2006 and worked in financial reporting departments of various firms in İstanbul. In 2017, she completed her MBA at Fırat University and is now doing her PhD in Accounting at İnönü University. She is also a CPA from 2010.

Tuğba Sarı is the Head, Department of Management Information Systems in the Faculty of Social Sciences and Humanities, Konya Food and Agriculture University, Turkey. Sarı obtained her Master's degree in Operations Management at İstanbul University and PhD degree in Quantitative Methods at the same university. Her research interest is in the areas of supply chain management, multi-criteria decision making and Industry 4.0.

Valentina Franca (Editor), PhD, is a Professor at the Faculty of Administration, University of Ljubljana, Slovenia. Valentina's main research work focuses on labour law, specifically in new forms of work and collective labour relations. She has published several articles and has been involved in different national and international research projects in this field.

EDUCATION

Section Editor: Doğa Başar Sarıipek

Phases of Internationalisation in Higher Education Policies in Turkey: 1981-2018

Gulsah Tasci & Seyfi Kenan

INTRODUCTION

Higher educational institutions in the world, especially the Western universities have recently become more preoccupied with restructuring process. This trend in Europe, for instance, is staged by the creation of 'European Higher Education Arena', adaptation of national labour markets, mutual recognition of diplomas, accreditation, student movements and internationalisation of the study opportunities. In this context, 'transnational companies' and the treaties signed in the period after the emergence of international organisations by Bretton Woods Conference (Heywood, 2013: 131), as well as diversification of the actors who guide global education policy, have accelerated this process (Giddens, 2013), and it became a factor by the power politics that determines the direction of internationalisation.

Today, universities are often influenced by international trends, and these trends also affect academic institutions, academicians and researches (Altbach Reisberg & Rumbley, 2009). Universities that give importance for the internationalisation in their strategic plan as part of their effort to participate in globalisation while internationalising their higher educational institutions (Chan, 2013) naturally gave birth to global student and scholar movement and, thus globalisation strategies have become one of the most fast-growing action plans in the 21st century (Tasci, 2018). In parallel with this progress, as de Wit (2011) says, 'Higher education is intrinsically international' and internationalisation in higher education is naturally discussed as a basic educational policy (Wende, 2007). Government and education leaders are trying to develop, reform and reshape the higher education in creative ways (Chapman & Austin, 2002: 3-4). Indeed, higher education reforms are being discussed in many countries in response to these changes, and new policies are created; the process is in a uniformed way through the strategies like the language used in teaching, the content of training, multicultural environment in school, internationalisation of teaching environment, improving the teaching skills of academics in multicultural environment and multiple distance learning courses, but it is surely enriched by the creation of multiple or different cultural, educational and experiential environment (Tasci, 2018).

On the other hand, since the early 1990s, Turkey has been challenged by globalisation and economic reforms arising from the worldwide competition, as well as its efforts to carry out massification in higher education. The internationalisation of higher education in Turkey is a new trend that experiences a shift from the traditional perspective of international students and faculty especially after 2000 to transnational training and curriculum. During last decades, Turkish higher education has been affected first by German, next by American academic models and later by Bologna Process significantly. The internationalisation process in Turkey, rather than being a one-way process, is widely arranged by the government and oriented specifically by YÖK (Higher Education Council), and in recent years it has included mutual communication and especially foreign policy processes or attempts to perform changes together with civil society organisations and the industrial collaborations.

In this context, internationalisation in higher education is a big step for the higher education to move abroad, particularly in terms of Turkey's need to necessitate rethinking about internationalisation in higher education policies. Therefore, this article, after a brief introduction about the general trend of internationalisation of higher education in the world, will examine the internationalisation policies in Turkey periodically (1981-2018). In this context, a political analysis using the country's higher education related policy documents will also be examined in the following sections.

INITIAL STEPS TO ESTABLISH STANDARDS IN INTERNATIONALISATION (1981-1995)

The period of İhsan Doğramacı who founded and directed YÖK between 1981 and 1992 by analysing higher education policies in national and international milieu, it can be said to be a reform period in which there occurred progressions towards the development of more standardised and internationalised aspect of higher education in Turkey. Especially as a result of dissemination, diversification and hard secularisation attempts in higher education in this period, it is noteworthy the increase in number of students and faculty, in comparison to previous years. On the other hand, while increment in research funding increased the number of publications, establishment of the first private university (Bilkent University) and initiatives for bilateral partner universities (for example, Galatasaray University was established in 1992 by the treaty signed between Turkey and France) were significant steps in the period. During Doğramacı period, legislation related to the higher education systems in Western countries has been examined by the experts and then the Higher Education Act 2547 was put into effect on 6 November 1981. The main purpose of this law is to increase

availability of higher education by expanding higher education institutions all over the country and to raise the level of activities related to scientific research, community service and education-training in higher education institutions (YÖK, 1991: 7). In other words, the ratio of professors and associate professors working outside the three cities in total had a rise from 2.5% to 25.0% which meant ten times increase (YÖK, 1991: 2).

In this context, the decade from the year 1981, 6 November when the Higher Education Act 2547 was introduced, a reform period had started with great developments in Turkish higher education (YÖK, 1991: 1). While the new regulation led to an increase in the number of higher education institutions on the one hand, and made these institutions spread all over country, on the other, the aspect of diversification of higher institutions to supply the needs of the country was not overlooked (YÖK, 1988: 20). In the same period, considering the rapid advancement of scientific research activities in the world, it was emphasised that moving ahead faster than other countries was the way to overtake in research activities. With regard to the number of Turkish researchers whose contributions are published at international levels, the new regulations in higher education have made a great contribution. Thus, there have been great developments in both quantity and quality of the research and publication activities (YÖK, 1988: 4). Another development is that non-formal education known as 'correspondence course' was stopped by the end of 1982-83 academic year, and replaced by Anadolu University Open Education Faculty (YÖK, 1991: 9).

During the period between 1992 and 1995, when Mehmet Sağlam was at the helm of affairs at YÖK, the country marked a great increase in establishing new universities in a number of cities. Besides, collaboration in higher education policies with Turkish neighbours living in Turkish Balkans and Central Asia were also remarkable. The issues such as foreign language education, accountability, quality and being in contact with world universities were also important developmental aspects to be underlined for the period. The number of universities has trebled. Moreover, in Turkestan, an international university under the name of Ahmet Yesevi was established by the cooperation of Turkey and Kazakhstan according to the approved decree numbered 93/4848 dated 4 September 1993. Following the publication of the decree in Official Register numbered 21729 and dated 15 October 1993, the foundation period of the university was completed and the administration was assigned for the board of trustees (YÖK, 1994: 1). With regard to the number of students, especially in recent years, higher education quotas have also been increased significantly (YÖK, 1994: 2). Another development is to establish Koç University by Koç family and foundation was laid in 1993. In the same period, it was emphasised to teach a foreign language more efficiently and computing service centres within each university were introduced in order to

both educate the modern and professional individuals and to facilitate universities' modernisation and integration with the community (YÖK, 1994: 9).

In sum, the main goal of the period was to compose a higher education system to allow education and scientific research in quality, assume a leading role in scientific and technological development, continuously develop educational programmes to train human resources in a way that community needs, provide quality education, help people to internalise the concept of life long education at any age, use public resources provided for him or her in the most rational way and not to be afraid of being accountable, directly contribute to society's economic and cultural development through cooperation with industrial and other sectors, provide applied research and project conducting services needed by the sector and the community, lead a society's dynamic development and to be able to have a constant interaction with the world universities (YÖK, 1994: 11-12).

The regulation introduced by the Higher Education Law No. 2547, enacted in 1981, was the most established legal regulation in Turkey after Atatürk's reform in 1933 and foundation of METU in 1956. With this arrangement, the Turkish higher education system was separated from the Continental European model and was based on the basic principles of the Anglo-Saxon system. In addition to this, innovations in the form of reform have been introduced. Some examples are the appointment of the rectors, the organisation of the academic structure as per departments, the institutes (graduate schools), the assistant professorship title level, the reduction of inbreeding by the conversion of assistantship to research assistantship, the removal of the associate professorship and promotion to professorship, availability of international publications and references by others to these publications (Gürüz, 2003: 305). According to the provisions of the Decree Law No. 369 dated 7 June 1989, the practices of the committee, composed of leading scientists of the country, evaluating the professor nominations and the introduction of the requirement to have a programme related to science and literature for a private higher education institution to be named as university are the examples of these efforts. The Commission sought at least one international publication and one reference as publications requirement after the associate professorship in order to be promoted to full professorship (Gürüz, 2003: 311). In the last 18 years, considering the change over the years, the total number of articles in journals with Turkey addresses scanned by international reference indexes, registered a massive growth of 13 times from 378 in 1981 to 4,742 in 1999 (Gürüz, 2003: 314).

In other words, the number of international scientific publications in higher education increased by 13 times in this period (Gürüz, 2003: 318).

FOREIGN EXPANSION IN INTERNATIONALISATION AND IMPLICATION OF BOLOGNA PROCESS (1995-2007)

If we are to analyse the scope of the higher education policies, the perspectives and developments from the period 1995 to 2003, when Kemal Gürüz directed YÖK, our country displayed a situation in which the introvert policies at the centre changed gradually. A neoliberal approach became generally dominant. Especially, partner universities established in foreign countries are noteworthy, considering the developments. Another issue is that the regulations related to diploma equivalence were signed in this period (dated 17 July 1996 with the name of Accreditation Regulations of Diplomas from Foreign Higher Education) and it was declared that it became a requirement to set a healthy competitive environment and both state and private universities have to compete not only with each other but also with other universities abroad. Some cooperation protocols were signed among the universities in Turkey and Turkic Republics.

Referring to annual distribution of articles from Turkey in the journals scanned by International Reference Index, rose from 378 in 1981 to 4,742 in 1999, registering almost 13 times. While Turkey stood at the 42nd place in 1981, it climbed to 25th level by 1999 (Gürüz, 2003: 314-318). Technoparks gained special privileges in the period. One of the most important developments, perhaps, in Gürüz times is Turkey's participation in Bologna Process in 2001. According to Tekeli's findings, Turkey, in fact, was observed to fall behind basically in two areas in the period. The first one was lifelong education, and the other area was underdeveloped condition of quality control and poor accreditation systems (Tekeli, 2010: 355).

During the period of Erdoğan Teziç, who was in charge of YÖK between 2003 and 2007, Bologna Process came into question much strongly. YÖK focused on information society and knowledge economy particularly in the report with the title of 'Higher Education Strategy of Turkey 2007' as a grand strategy, and academics were encouraged to share their opinions. What was aimed by increasing foreign student movements was declared as to 'encourage student and faculty mobilisation between member and candidate countries through European Union Socrates and Erasmus programmes, to develop cultural conversation and interaction, to create an area of European Education and Research and to compose a common European perspective' (YÖK, 2007: 16).

With the reflections of Bologna Process, studies on European credit transfer system and diploma supplement were completed in 2005. Also, in this period, quality assessment in European level was installed within the Bologna Process. 'The Commission of Higher Education Qualifications' was established by the decision of YÖK presidency numbered 2006/8. Lisbon agreement was signed by Turkey

in 2004 and the necessary regulations were made about the diploma equivalence in 2006 (YÖK, 2007: 32-33). Again, in that period, Erasmus Programme was implemented as a pilot programme in 2003-2004 through Turkish National Agency. Higher Education Assessment and Quality Development Commission was established in accordance with a regulation by YÖK in 2005. It was stated in 2005 Progress Report of Turkey in Bologna Process that Turkey was good at the issues apart from quality assurance and in Higher Education Strategy in Turkey that there was a need to have practised National Quality Assurance System by the end of 2007 (BFUG, 2005: 104). They emphasised quality, particularly referring to the Bologna Process, and mentioned developing accountability as well. In addition to this, they launched cooperation protocols among the universities in 2005 (YÖK, 2007: 44-49).

In sum, this period is remarkable for its both national and international higher education strategies and policies. Both Bologna Process and YÖK's preparation for their own higher education strategies for the first time, and World Bank report or Educational Reform Initiative organised by Sabancı University Policy Centre, in fact, underline the efforts both at national and international level.

BRANDING IN INTERNATIONALISATION AND GLOBALISATION POLICY AND MIDDLE EAST MARKET— OPEN DOOR POLICIES (2007-2014)

The period of Yusuf Ziya Özcan who directed YÖK between 2007 and 2011 in which one of the issues that Higher Education Council endeavoured is to remove barriers in internationalisation of Turkish higher education. Accordingly, the affairs of foreign diploma equivalence were accelerated, evaluation criteria were rearranged, and some steps were taken to transform Turkey to become a centre of attraction for foreign students. The most important step for this issue was to abort YÖS (Foreign Student Test). The number of foreign students grew by 50% in the following five years from 2005 to 2010 and reached to 22 thousand. In parallel with the rise in the number of universities and students, the number of teaching staff also increased. The number of higher education institutions reached to 165 by 2011 (YÖK, 2011: 42-43).

As far as the higher education strategy in the period is concerned, Higher Education Council considered Bologna Process as an appropriate means of restructuring the higher education system (YÖK, 2010: 14-15). When we look at the Bologna score card in terms of years, Turkey made significant progress in the Bologna Process from 2005, 2007 to 2009. Turkey's general average of 4.17 in 2007 was good and in 2009 it performed well with the general average of 3.34;

it appears to be assessed to be good especially when considering the deficiencies in lifelong learning studies. Though Turkey has made an obvious progress in many fields of activity of Bologna Process, it is understood that there is a need to achieve international participation in quality assurance and to accelerate the ECTS studies in higher education and the activities in lifelong learning areas (YÖK, 2010: 58-60).

As regards the period of Gökhan Çetinsaya, who was in charge of YÖK between 2011 and 2014, we can call this period as the one which constantly focused on accomplishing sophisticated and versatile internationalisation. One of the topics emphasised in the studies of Growth, Quality, and Internationalisation: Roadmap for Higher Education and Quality for Higher Education. Çetinsaya (2014) points out three main strategic issues to be developed for the future: Transition from quantitative development to qualitative one, improvement of academic human resources, and internationalisation in Higher Education.

The aim of internationalisation in this period was to create mechanism that would locate Turkey in a leading position in higher education in the future, raising Turkey up to a level of compliance with its global position and consistent with its economic and foreign policy goals, taking necessary precautions that will ensure the institutionalisation in the country for long-term success and branding in the world, and being able to carrying out multi-dimensional and multilateral policy in an integrated manner (Çetinsaya, 2014: 141).

In the early 2014, the number of the universities rose up to 176, the number of students reached 5.5 million, the number of faculty members reached 140 thousand; with at least one university in every city, the number became four or five in some big Anatolian cities, as well as many more new universities were established in big cities like İstanbul, Ankara and İzmir (Çetinsaya, 2014: 13-14).

Another dimension is academic publishing activities. According to Scopus data on total publication performance of the countries in 1996-2012, Turkey stays in the 20th position in terms of academic publication number, in the 27th position in terms of reference number and in the 37th place in terms of impact factor. In sum, Turkey has displayed a continuous upward trend in the number of international publications. More importantly, the share of international publications from Turkey in total world international publications has significantly increased (Çetinsaya, 2014: 122-128).

One of the most important steps taken in terms of internationalisation in higher education in Turkey is, for Çetinsaya, 'providing great flexibility to universities in determining the principles and procedures related to international student admission, by the abolishment of—central and compulsory—YÖS by Higher Education Council in 2010... A very good indicator of this is the obvious rise in

number of international students in our country since 2010' (2014: 52).

In terms of the nationality of international students in Turkey, it is observed that countries with whom we have strong historical and cultural ties occupy more. Countries with over 1,000 students in Turkey are from Azerbaijan, Turkmenistan, Cyprus, Iran, Germany, Greece, Bulgaria and Afghanistan. However, in recent years, the number of students from countries such as Nigeria, USA, Somalia, China, appears to increase considerably (Çetinsaya, 2014: 153).

The high ratio of international faculty in a higher education system not only enriches the current academic culture but also contributes positively in attracting international students. When we look at the distribution of international faculty, the number is approximately 1,700 by 2012 in state and private higher education institutions, it is seen that the latter has a more open structure for international faculty. When we analyse the distribution of international faculty who works in Turkey, we observe that private universities are leading compared to the state universities (Çetinsaya, 2014: 158).

Erasmus programme has been an important vehicle for short-term international student and teaching staff mobility in Turkey. The number of students going to Europe through Erasmus programme gained a great momentum in 2005-2013. The number of European students coming to Turkey also showed a significant increase in the same way. There occurred a great increase of 30 % in the number of students coming from Europe to Turkey by Erasmus programme in the last year, similar to the number of the students going abroad. On the other hand, foreign assistance programmes conducted by TÜBİTAK and YÖK also have a significant role in providing teaching staff mobility (Çetinsaya, 2014: 159-163).

Higher Education Council launched the Mevlana Exchange Programme in 2013 by designing a new exchange programme centred in Turkey to carry out short-term international mobility in Non-European countries and regions as well as Europe. Mevlana Exchange Programme is a student and faculty exchange programme covering the whole world (<http://www.yok.gov.tr/web/mevlana>; Çetinsaya, 2014: 162).

One of the major issues in internationalisation of Turkish higher education is that of recognition and equivalence of diplomas acquired abroad. When viewed from this perspective, the number of students who completed their undergraduate or graduate degree abroad and got diploma equivalency from YÖK is around 55,000. It appears that Turkish students are educated abroad in almost all areas. Turkish students are educated most in TRNC and then USA, Azerbaijan, England and German respectively. They are followed by Far Eastern countries as much as European countries and former Soviet Republics (Çetinsaya, 2014: 163-164).

An important aspect of the process of internationalisation in higher education in Turkey is the Bologna Process. Turkey seems to be one of the most hardworking

and successful stakeholders of the Bologna Process, especially in recent years (Çetinsaya, 2014: 167). 'Deployment, Implementation, Sustainability and Recognition' have been aimed by the Project of Bologna Experts National Team in the implementation of European Higher Education Area in 2011-2013, which is seen as an important vehicle in the internationalisation of our higher education system. As an indicator of the success in Bologna Process, the number of higher education institutions qualified by ECTS reached 31, and that of those who obtained Diploma Supplement label reached 73. 15 of the 25 higher education institutions were qualified by ECTS in 2013 in Europe and 29 of the 90 who obtained DS label are from Turkey (YÖK, 2014: 28-29).

Another important element in the process of internationalisation in higher education is that two or more partners come together to create a higher education institution in their countries. They took steps to establish partner universities through bilateral agreements made with the governments in this process. A German-Turkish University was established in İstanbul in 2010 and it started its academic activities in 2013 (Çetinsaya, 2014: 167-168).

In summary, while Turkey endeavours to create its internationalisation strategy in line with its regional power and global objectives, as Çetinsaya considers, it is an achievable strategy for the country to develop relations in higher education area not only with close geographical and cultural basins, but also with Asian, African and Latin American countries (YÖK, 2014: 169). All in all, Turkish higher educational institutions primarily implement regional cooperation in internationalisation following a multi-dimensional international policy diversified on a global scale.

TARGET ORIENTED INTERNATIONALISATION STUDIES AND FOCUSING ON RESEARCH UNIVERSITY MODEL (2014-2018)

In the period of Yekta Saraç, who has been the chairman of the YÖK from 2014 until today, YÖK Quality Committee has been established within the scope of 'New YÖK' policies. This committee produces quality-oriented growth, specialisation, priority areas, provides qualified knowledge and workforce and ensures the delegation of authority and policies. Research universities' model and target oriented internationalisation policies were adopted during this period.

Institutionalisation of Quality Assurance and Accreditation Process and the absence of an independent Quality Board have been debated in Turkey for decades. It was one of the greatest criticism points for Turkey regarding the European higher education area. In this context, it was inevitable to establish a Board to ensure an external evaluation of higher education institutions, authorising the institutions to perform programme accreditations and conducting an independent evaluation of the YÖK decisions about education and sharing those decisions with

the public to secure the auto control of the system within the scope of quality assurance. However, within the scope of Turkey's priority objectives and areas, 11 primary and five candidate universities were identified as university research universities as a part of the research universities project to encourage the production of qualified information, increase the number of doctorate researcher, promote interdisciplinary studies and collaborations, strengthen international cooperation and increase the international visibility of Turkish universities by assessing qualified information production, human resource training, producing patents, projects, receiving citations, international results, cooperation, national and international supports, 100/2000 project performances. Regarding internationalisation, YÖK has adopted a target-oriented approach. YÖK stated that the development and advances in science are only possible by following global developments and establishing networks and with resilience in every aspect. For this reason, the internationalisation studies should be considered important, and thereby target-oriented planning has been conducted. One of the developments in this period was the preparation of 'Internationalisation Strategy Document for Higher Education' for the first time. Following initiatives commenced in this context, although the number of foreign students was 48,184 in 2014, this number has increased to 123,318 in 2018. Our 57 university signed 207 cooperative education-training protocols with 16 countries (YÖK, 2018: 10).

While the signed Memorandum of Understanding (MoU) in the field of higher education was only 15 'from 1982 to November 2014', several MoUs were signed with 30 countries at the level of the Minister of Higher Education and the related Minister of the country in about three years. These MoUs are not merely a declaration of goodwill, but they further contributed to the visibility of Turkey by increasing the number of students coming to Turkey and the universities, academic collaborations, joint programmes, teacher and student mobility. As a New YÖK, Islamic University Rectors' Conference was held in Turkey for the first time and 334 rectors from 37 countries participated in this conference. Ankara Declaration, composed of 17 articles, was published. A foreign student scholarship programme, which has not been implemented in Turkey and even in the world, has been organised. According to this programme, students studied in Turkey with the help of YÖK will serve for five years in the state institutions in their own country after returning to their home countries. Project-oriented cooperation with universities abroad has been supported with a project-based exchange programme for the first time in priority areas through Project Based International Exchange Programme. In addition, it is aimed to increase the quality assurance awareness, improve the quality culture, and disseminate the institutional external evaluation process in higher education institutions by launching 'The Implementation and Sustainability of European Higher Education Area Reforms in Turkish Higher

Education System', the TURQUAS Project (YÖK, 2018). There have been significant improvements in our 2018 European Higher Education Area (EHEA) Turkey Report and the European Higher Education Area (EHEA)'s (Bologna Process), situation assessment is carried out with the participation of the Ministers in certain periods. European Higher Education Area (EHEA), launched in 1999 to increase 'transparency', 'recognition' and 'mobility' processes in higher education systems and Turkey is a member since 2001. In these meetings, the situation/report of each EHEA country is explained. The Ministerial Summit took place in Paris on 24-25 May 2018. In the report published in the Ministerial Summit, Turkey scored full 5 points on the development of the degree system in Turkey under three 'Qualifications Framework', 'European Credit Transfer System' and 'Diploma Supplement' sub-headings. Recently, it was the most important achievement on the road to internationalisation by getting top rankings among many European countries, including the Bologna Process (YÖK, 2018: 10-12).

Yekta Saraç, the President of YÖK, mentioned the necessity of establishing a system related to the provision of foreign students, emphasised that practices will go parallel with the determined strategy, and efforts will be made to increase the quality of the students coming from abroad (DEİK, 2015: 11-12). Yekta Saraç also stated that we should start with the question of 'What kind of an international student policy should we have?' and as such it is not very accurate to make a comparison with the leading countries since the mother tongue of these countries is English. Therefore, the right approach is not following the exact steps of the leading countries but rather analysing how the success was realised. He further stated that the target countries should be determined correctly within this context (DEİK, 2015: 11-12). Besides, the 'Project Based International Exchange Program' has been recently implemented by YÖK (YÖK, 2017).

DISCUSSION AND CONCLUSION

In recent years, the internationalisation process of higher education in Turkey can be identified with its emphasis on different aspects. The process in Turkey has experienced a shift towards implementation activities more connected with internationalisation of global academics and students and thus the higher education and curriculum have been since 2000, both because of its geopolitical location and its globalisation policy. The higher education system in Turkey has grown steadily and achieved a rapid increase in higher education enrolment rate in recent years. In 1981, while the total number of universities was 86, the number of universities reached 186 in 2018 (YÖK, 2018a). On the other hand, the number of international academicians in Turkey from 1981 until 2016 showed a continuous increase.

Turkey, however, is not yet in a position aimed at internationalisation level compared to worldwide countries. Especially, Higher Education Strategy for Turkey, which was prepared during the presidency of Teziç, is a pioneering study for internationalisation strategies (YÖK, 2007). Another pioneering study is the one with the title of Growth, Quality, Internationalisation; a Roadmap for Turkish Higher Education by Çetinsaya (2014). Another study is 'The New YÖK in Higher Education Policy' report prepared by the chairman of YÖK and this report points that higher education studies in Turkey are now more systematic and action oriented (YÖK, 2018). These three studies demonstrate the awareness and progress gained towards internationalisation of higher education.

Considering higher education policies between 1981 and 2018, the dominant policies, especially until 2000, were increase in the number of higher education institutions, and dissemination, diversification, privatisation; the implementation of internationalisation policies began gradually along with Bologna Process in 2001 and it gained momentum particularly after 2010. On the other hand, internationalisation of higher education is an issue that requires to be addressed as a whole with its economic, social, political, academic and cultural dimensions, and needs cooperation among all stakeholders. However, Turkey needs to develop strategies to increase quality, popularity, and become a brand for the purpose of rising student mobility in internationalisation period. While achieving this, it must accelerate the process by cooperating with civil society organisations more, as it was suggested, together with the support of several institutions of the country (Ministry of Development, 2015: 55).

Another issue is to have a strategic plan and to establish a country-wide unit for internationalisation. Students are in need of quality assurance, standardisation and sound programme. The application of foreign academics needs to be expanded. Foreign students should be given opportunity to work part-time, by which they will contribute the labour force and they would gain an opportunity to afford training fees by themselves. The process, of course, should be hastened by minimising the bureaucracy.

It would be useful to handle the issue as a government policy, to own the subject at high level and prepare a comprehensive strategy considering the contribution of all stakeholders to succeed in the internationalisation process. Another point of attention in higher education is that internationalisation in Turkey emerged not as a natural process but rather as a process driven by YÖK (the external force). Consequently, it slows down the internalisation process, adaptation of the institution and its development. However, internationalisation takes place with a request by its stakeholders and their needs. In this context, it seems inevitably essential in the process of internalising behaviours that the managers update themselves with the appropriate models of the time, enhance their stakeholders'

motivation and possess intellectual models which will expose their creative minds, as well as the improvement of their governance skills. University administrators need to revise all units and departments in the university, professionalise the faculty on this point and make academic development units more effective for intercultural communication and teaching skills in a diverse atmosphere, by improving their governance skills. In short, they should turn any chance to their advantage to improve 'communication networks'. First and foremost, they should be able to provide an active participation in the process by motivating their personnel.

At the final stage, as a reflection of lack of policies and strategies that can be applied to all international students, there is no superstructure that will ensure the coordination among the institutions that would determine the internationalisation standards in Turkey. When the superstructure is established, it is expected to become an important factor in the implementation of the goals set by the internationalisation strategy (Ministry of Development, 2015: 49).

Finally, the applications of higher education internationalisation are a new but not a one-way process. It rather includes the policies of higher education massification and a variety of strategies prepared to attract more foreign students to Turkey. There is a need to both diversify and facilitate the internationalisation process more efficiently to create new strategies associating geographical and local needs of the universities in Turkey with neighbouring countries. A structure that embraces a democratic atmosphere and quality culture that will be compared with the best universities around the world and be able to work in the same projects with these universities when appropriate by employing parameters of cooperation and competition, and thus, Turkish higher education would be enriched and empowered, and be composed of future competition. It is precisely at this point that the university will reach a universal position, and thus the universal knowledge.

It is obviously seen that the challenge and complexity of managing diverse higher education programmes can be overcome with the leaders and administrators who have enriched academic and professional education to manage well-prepared changes and understand opportunities and challenges in higher education (Rumbley Helms Peterson & Altbach, 2014). In this context 'internationalisation should be consistent with academic goals, values and main standards as a principle' (Wende, 1999). Internationalisation strategies including national or regional policies should be dictated by external powers and forces or shareholders in the institution. Also, Turkish universities need to keep up with the pace of the knowledge economy and in order to meet the growing demands they also need to renew their learning style. The new trend of higher education is that university leaders and administrators need to realise basic changes and develop new strategies to control and positively direct the changes that are in the making of the 'digital age'.

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Doğa Başar Saripek, PhD, is an Associate Professor at the Economics and Administrative Sciences Faculty, Kocaeli University, Turkey. His works are concentrated particularly in social policy, and specifically in rights-based and charity-based social protection, welfare theory and conditionality as well as nation-beyond forms of social policy. Doğa has published many papers in several national and international journals and books.

Bora Yenihan, PhD, is an Associate Professor at the Department of Labour Economics and Industrial Relations in Kocaeli University, Turkey. He has a PhD degree in Human Resources Management and Industrial Relations from Sakarya University. Bora's fields of interest include social policy, labour law, human resources and industrial relations.

Valentina Franca, PhD, is a Professor at the Faculty of Administration, University of Ljubljana, Slovenia. Valentina's main research work focuses on labour law, specifically in new forms of work and collective labour relations. She has published several articles and has been involved in different national and international research projects in this field.

